



WIDA Assessment and Accountability Guidance 2015-2016

Indiana Department of Education
Office of Student Assessment
Office of English Learning and Migrant Education

Disclaimer

This guidance document has been produced by the IDOE Office of Student Assessment and Office of English Learning and Migrant Education. This document must be used in conjunction with all official testing materials in the administration of the ACCESS for ELLs. It contains English language proficiency testing policy and procedures to ensure the valid administration of the ACCESS for ELLs assessment in Indiana. Corporation Test Coordinators, EL/Title III Directors, and administrators of the ACCESS for ELLs must read this document carefully in conjunction with all secure and non-secure test materials.

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English Language Proficiency Requirements

In accordance with Title I of the No Child Left Behind Act of 2001, all states are required to identify the languages other than English present in their student population, assess the language proficiency of students in order to place them in the appropriate language development program, and administer an annual assessment of English proficiency to include the students' oral language, reading, and writing skills in English [1111(b)(6) and 1111(b)(7)]. Indiana's ESEA Flexibility Waiver requires the state to adopt an English language proficiency assessment that is college and career ready and aligned to Indiana's English language development standards. Indiana adopted the World-Class Instructional Design and Assessment (WIDA) English language development standards in October 2013 and joined the WIDA consortium to adopt the corresponding English language proficiency assessments for the 2015-2016 school year.

How are students identified? All schools are required to administer a Home Language Survey (census) to all first time enrollees. For most students that would be Kindergarten, but would also include out-of-state students. The Home Language survey is used to identify the first (native) language(s) of all students enrolled in the school corporation. For students who are transferring from an Indiana school, school staff will contact the previous school to obtain the original home language survey. The Home Language Survey (HLS) shall identify students in need of English language development services. If a language other than English is indicated for any of the questions on the Home Language Survey, the student is considered to be a language minority student and needs to be given the W-APT (WIDA-ACCESS Placement Test). The **EL Guidebook**, found at <http://www.doe.in.gov/elme> under Helpful Links includes a sample Home Language Survey.

When is the W-APT given? The W-APT must be administered within **30 calendar days** of the beginning of the school year, or within 2 weeks of enrollment if the child enrolls later in the school year. Staff may begin administering the W-APT (WIDA-ACCESS Placement Test) once staff members are successfully trained through the WIDA training materials. If a student scores a Not Proficient (NP) or Approaching Proficiency (AP), the student is considered Limited English Proficient (LEP). For students identified as limited English proficient, the student will be identified as an English learner, receive federally mandated English language development services, and be annually assessed with the ACCESS for ELLs until the student reaches the formal exit criteria. The student must receive a 5.0 overall composite score to be exited. The **EL Guidebook**, found at <http://www.doe.in.gov/elme> under Helpful Links includes a checklist for proper identification.

What assessments are offered for the annual WIDA Assessment? WIDA offers the WIDA ACCESS for ELLs 2.0 online, and the Alternate ACCESS for English language learners with severe disabilities.

What does WIDA ACCESS 2.0 mean? ACCESS for ELLs 2.0 is the online, annual summative assessment that will replace the current paper-based version of ACCESS for ELLs for Grades 1-12. Kindergarten ACCESS and Alternate ACCESS will remain in paper form. More information about ACCESS 2.0 can be found at <https://www.wida.us/assessment/ACCESS20.aspx>.

How will assessment training be provided? Login credentials to access the WIDA training materials will be provided to test administrators by their local Corporation Test Coordinator or designee. Secure login provides access to the training course, quizzes and PowerPoint presentations. All staff members who will administer ACCESS for ELLs are required to take this training course and receive online certification from WIDA annually. The local Test Coordinator will be responsible for ensuring all staff members have been trained to administer the new assessments.

What schools are affected? All traditional public schools and charter schools will utilize the WIDA-ACCESS Placement Test (W-APT) and ACCESS 2.0 English language proficiency assessment. Accredited nonpublic schools, including those participating in the Choice Scholarship Program, may utilize the WIDA-ACCESS Placement Test (W-APT) and ACCESS for ELLs annual English language proficiency assessment when completing the required ELP assessment under 511 IAC 5-2-3 (e), 511 IAC 5-2-4 (c), 511 IAC 6.2-3.1-1, and 511 IAC 6.2-3.1-3(7). Accredited nonpublic schools may use an alternate English language proficiency assessment when completing the required ELP assessment under 511 IAC 5-2-3 (e), 511 IAC 5-2-4 (c), 511 IAC 6.2-3.1-1, and 511 IAC 6.2-3.1-3(7).

As a reminder, federally mandated ELP assessments must be overseen and administered with state and local funds.

Roles and Responsibilities

Corporation Test Coordinator (CTC)

Corporation Test Coordinators are responsible for the overall coordination of test administration activities. The CTC will:

- Coordinate with Data Recognition Corporation (DRC), the testing vendor for WIDA, to set up user accounts within the new WIDA Assessment Management System (WIDA AMS). **The Office of Student Assessment will send the list of Corporation Test Coordinators to DRC.**
- Collaborate with the corporation STN administrator to complete the DOE-TL (WIDA) file upload to order assessment materials.

The CTC may assign a Test Coordinator (e.g., English Learner/Title III Director) the responsibilities of overseeing the training for WIDA. This person is responsible for:

- Setting up user accounts for training on the WIDA website (www.wida.us).
- Ensuring *prior to administration of ACCESS for ELLs* that all test administrators have been adequately trained and have passed the applicable online quizzes. Training certification results can be monitored for the online course for educators.
- Printing and distributing the W-APT. The W-APT is a print on demand test that is accessed from a secure link.

To assign a WIDA Test Coordinator for training purposes, the CTC must e-mail wida@doe.in.gov and include the corporation/school name, the designated test coordinators name, e-mail address and title.

Technology Coordinator

Technology Coordinators are responsible for all technical and system set up for online testing and working with Data Recognition Corporation (DRC) on any local system issues. They will complete web-based trainings and checklists that will be available through the WIDA Assessment Management System (WIDA AMS). Test preparation resources can be found at: <https://www.wida.us/assessment/access20-prep.aspx#> (Tech Coordinators tab)

Test Administrator

Test Administrators are responsible for administering ACCESS for ELLs 2.0. They will complete the WIDA Training Course, including review of all applicable Test Administration Manuals and web-based modules. The WIDA ACCESS for ELLs, Alternate ACCESS and W-APT must be administered only by personnel who hold a license granted by the Indiana Department of Education, per Chapter 10 Test Policies of *2015-2016 Indiana Assessment Program Manual* found at <http://www.doe.in.gov/assessment>. The license must be an instructional, administrative, or school services license. Personnel not certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may only serve as proctors, **not** as test examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner. Proctors may, however, assist the examiner before, during, and after the test administration.

Indiana Training Requirements

For 2015–16, Test Coordinators and Test Administrators must complete all trainings related to their role(s) and the test(s) they will administer. Previously trained educators should take all pertinent sections of ACCESS for ELLs 2.0 training, with the exception of those who hold Kindergarten or Alternate ACCESS for ELLs certifications, which will remain valid in 2015-16. Past certifications on ACCESS for ELLs for grades 1–12 are no longer valid for either the paper test (significantly changed) or the online test (all new) in 2015–16.

Some aspects of ACCESS for ELLs 2.0 training require certification by completing a quiz with a passing rate of 80% or higher, whereas others require completion of an electronic checklist of training tasks. The detailed training requirements (readings, tasks, and/or media-based materials) for each assessment and role are listed in these training checklists at www.wida.us.

The table below offers a brief summary of requirements.

Role	Grades 1-12 Online	Grades 1-12 Paper	Kindergarten	Alternate ACCESS
Test Coordinator	Checklist, Web-based Training	Checklist, Web-based Training	N/A*	N/A*
Test Administrator	Checklist, Web-based Training	Checklist, Web-based Training, Speaking Quiz	Checklist, Web-based Training, Kindergarten Quiz	Checklist, Web-based Training, Alternate ACCESS Quiz
Technology Coordinator	Checklist, Web-based Modules	N/A	N/A	N/A

* Coordinator guidance for Kindergarten and Alternate ACCESS for ELLs is covered in their respective Test Administration Manuals and in the Test Coordinator training for the other Grades 1-12 tests.

Once Test Administrators or Test Coordinators have submitted a completed online training checklist or certification quiz, their training certificates within the WIDA website portal will be updated as a record of completion.

Indiana W-APT Criteria for LEP Identification (Placement test):

In the 2015–16 school year, the WIDA ACCESS Placement Test, also referred to as the W-APT™, is administered to all students for whom a language other than English is identified during the Home Language Survey process. The W-APT functions as a screener that is used for both initial assessment and English Language (EL) program placement of students who are identified as limited English proficient (LEP). The W-APT is a print on demand test that is accessed from a secure link from www.wida.us.

The Test Administrator must complete ACCESS certification and W-APT training via the [secure portal](#) prior to administering the placement test.

Kindergarten			
		Limited English Proficient (LEP) Qualify for Services	Fluent English Proficient (FEP) Does not Qualify (DNQ)
Student's Grade/Semester	Test Grade/Test Domains	W-APT Scores	
Kindergarten: 1 st Semester	Kindergarten/Speaking & Listening (<i>Do not administer Reading/Writing</i>)	Combined Speaking & Listening less than 29	Combined Speaking & Listening 29 or higher
Kindergarten: 2 nd Semester	Kindergarten/Speaking Listening Reading Writing	Combined Speaking & Listening less than 29 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Combined Speaking & Listening 29 or above <i>and</i> Reading 14 or above <i>and</i> Writing 17 or above

Grades 1-12			
		Limited English Proficient (LEP) Qualify for Services	Fluent English Proficient (FEP) Does not Qualify (DNQ)
Student's Grade/Semester	Test Grade Span/Test Domains	W-APT Scores	
1 st Grade: 1 st Semester	Kindergarten/Speaking Listening Reading Writing	Combined Speaking & Listening Less than 29 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Combined Speaking & Listening 29 or above <i>and</i> Reading 14 or above <i>and</i> Writing 17 or above
1 st Grade: 2 nd Semester 2 nd – 12 th Grades: Both Semesters	1 st Grade- 12 th Grade Speaking Listening Reading Writing	Grade adjusted overall score is less than 5.0	Grade adjusted overall score is 5.0 or above
*Please note: See test administration manual for specific guidance. Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g., 2, 5, or 8); if students enter during second semester, they take the W-APT for their current grade level.			

Sample W-APT Scoring Sheet

Upon administering the W-APT, the administrator will utilize the W-APT score calculator, found at <http://www.wida.us/assessment/w-apt/ScoreCalculator.aspx>, to determine the grade adjusted composite proficiency level. Since the W-APT utilizes grade-level clusters (e.g., Grade 6-8), the student's composite proficiency level will be affected by the grade level of the student. For example, a newly enrolled 6th grader and 8th grader would use the same W-APT, and if both received the same number of correct answers, the 6th grader's grade adjusted composite score would be higher. The higher linguistic demands of 8th grade would require a student to be more proficient in order to maintain the same composite score as a student in a lower grade.

Grades W-APT™ 6-8 Scoring Sheet

Test Administrator Date

Student Information

School/District
First name Last name
Age Birth Date
Student ID Home Language

Student's Current Grade 7
Grade Level Cluster 6-8
Speaking
Test Total Number of Boxes Marked "Exceeds" or "Meets" 8
Writing Test
Writing Test Proficiency Level (PL) 2
Listening Test
Number of Correct Answers 14
Reading Test
Number of Correct Answers 5

Speaking Proficiency Level	6
Writing Proficiency Level	2
Listening Proficiency Level	4
Reading Proficiency Level	1
Literacy Composite Proficiency Level	1.5
Grade Adjusted Literacy CPL	1.7
Oral Composite Proficiency Level	5.0
Grade Adjusted Oral CPL	5.3
Overall Composite Proficiency Level	2.55 (truncated = 2.5)
Grade Adjusted Composite Proficiency Level	2.7

Utilize the grade adjusted composite proficiency level for identification

Testing Window for 2015-16

The ACCESS for ELLs assessment is a state-mandated test that can only be administered on the dates Indiana has selected as its testing window. The state testing window for the ACCESS for ELLs is:

January 11, 2016 through February 26, 2016

All students identified as LEP who are enrolled in the school are required to be assessed during the testing window and will be included in Annual Measurable Achievement Objective (AMAO) calculations. More information can be found at <http://www.doe.in.gov/assessment>.

Specific Guidance for WIDA ACCESS 2.0

WIDA ACCESS for ELLs 2.0, the annual English language proficiency assessment, is divided into six grade-level clusters:

- Kindergarten*
- Grade 1
- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

Note that Kindergarten will remain an interactive, paper-based kit for the near future. The change in grade level clusters and administration of ACCESS for ELLs 2.0 applies to grades 1-12.

ACCESS for ELLs 2.0 is a stage adaptive test, meaning students will progress through the test based on their performance on previous folders and domains. Due to this adaptability, the online test will **NOT** require test administrators to determine tier placement of students in order to administer the test.

Domain	Kindergarten	Grades 1-5	Grades 6-12
Listening	Paper	Online	Online
Reading	Paper	Online	Online
Speaking	Paper	Online*	Online*
Writing	Paper	Paper	Online

*For more information about the technology requirements, please visit <https://www.wida.us/assessment/access20-tech.aspx>.

Testing English learners with disabilities

No LEP student is exempt from participating in the annual English language proficiency assessment. Nearly all LEP students who also have an identified disability will participate in ACCESS for ELLs. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments, which includes the state adopted ACCESS for ELLs that is required under Title I and Title III of No Child Left Behind (NCLB) 2001. LEP students with a disability may receive accommodations on ACCESS per the student's Individual Education Plan (IEP). An updated *WIDA Assessment and Accommodations for English Language Learners with Disabilities* will be posted soon at: <http://www.doe.in.gov/assessment/english-language-proficiency-assessments>

For LEP students with disabilities who need a paper-based version of ACCESS for ELLs (i.e. an IEP accommodation), the Test Coordinators will order these within the DOE-TL (WIDA) file upload. Administrators should note that grade clusters will change to the following clusters in 2015-16: Grade 1, Grade 2, Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12. Within each grade-level cluster there are three tiers (Tiers A, B, C). LEP students will have to be assigned a tier respective to his or her language proficiency level on the request form. The tier specificity of WIDA allows a more exact

language domain and comprehensive score, as ACCESS will give a decimal scale for each (e.g., A student might receive an overall score of 4.5 and a reading score of 4.8, writing score of 4.3, and so on.).

For LEP students who needs a paper-based version of ACCESS for ELLs, **Tier B and Tier C will be the only versions allowed to formally exit a student from English learner services and reclassify him/her as fluent English proficient when the student achieves a 5.0 Grade Adjusted Overall Composite Score.**

View WIDA's [Tier Placement Tutorial](#), [Tier Placement Protocol](#), and utilize the chart below to assist in selecting the correct tier:

If the case conference committee determines that an alternate English language proficiency assessment is needed for LEP students with significant cognitive disabilities in grades 1-12, **Alternate Access for ELLs** will be used. Corporation Test Coordinators will order **Alternate ACCESS for ELLs** for eligible students within the DOE-TL (WIDA) file upload.

For more information, view the guidance from the U.S. Department of Education titled *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments* at <http://www2.ed.gov/about/offices/list/oseers/index.html>.

Important Notes:

- If the case conference committee determines that the LEP student will take ISTAR Alternate Assessment, then the student must also take the Alternate ACCESS. (The Alternate ACCESS is administered to all students that qualify.)
- If the case conference committee determines that the student will participate in ISTEP+, then the student must take WIDA ACCESS.

The **Alternate ACCESS for ELLs** aligns with the WIDA Alternate English Language Proficiency levels. Additional information can be found at <http://www.wida.us/assessment/alternateaccess.aspx>.

Ordering Test Materials (in collaboration with corporation data personnel via DOE-TL)

CTCs and WIDA Test Coordinators must collaborate with their corporation STN administrator to complete the DOE-TL (WIDA) file upload to order assessment materials. The purpose of this data collection is to gather student information used to populate student-level information for online testing and barcode labels for WIDA ACCESS assessments during the 2015-2016 school year. For collection dates and data collected for this file, please contact your corporation STN administrator.

Indiana Exit Criteria for ACCESS (Annual Assessment)

The annual test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®), is Indiana's required assessment that complies with federal No Child Left Behind (NCLB) legislation. Beginning with the 2002–03 school year, NCLB required states to provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehension in English for all students identified as LEP in the schools served by the state [ref. Title I, SEC. 1111 (a) (7)]. Because of this federal legislation, all students identified as LEP are tested annually during the state-established window on the ACCESS for ELLs to determine student progress and English language proficiency.

Student's Grade	Limited English Proficient (LEP)	Fluent English Proficient (FEP) (Exit services, reclassified as FEP)
K-12	Overall Composite Score of less than 5.0	Overall Composite Score of 5.0 or above (Tier B or C if using paper-based version of ACCESS for ELLs)

Scores from WIDA Consortium Member States

W-APT and ACCESS for ELLs scores can be used for determining LEP status as long as the Indiana criteria for identification and exit are applied. All participating states are listed on the WIDA Consortium's home page at <http://www.wida.us/>. The school corporation in which the student from a WIDA Consortium Member State enrolls has up to 30 calendar days at the beginning of the school year, or 10 days if the student enrolls after the beginning of the school year, to obtain W-APT or ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding LEP identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the aforementioned timeline, the school must administer the W-APT to determine LEP identification and to notify parents of eligibility for EL services. Each student identified as LEP must be assessed annually.

Opt-Out Guidance

Indiana law neither provides for an "opt-out" procedure nor recognizes "opting out" of assessments. Although it is not against the law for a parent to refuse to allow a child to participate in assessments, every student attending a public, charter or accredited nonpublic school in Indiana must take the Indiana-wide assessments to graduate or, in the case of IREAD-3, avoid being retained. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (See IC 20-33-2).

As with any test, additional consequences for failing to participate in a statewide assessment and procedures to manage students who refuse to participate should be determined at the local school level. School administrators may also wish to inform parents that not allowing their children to take Indiana's assessments may have far-reaching ramifications, including impacting a school's A-F accountability grade and teacher compensation. Refer to the *Indiana Assessment Program Manual* for more information:

http://www.doe.in.gov/sites/default/files/assessment/chapter_10-testing_policies_administration_and_security-2015-2016_final.pdf

Accountability Transition

AMAO 1 and AMAO 2 will be determined after the first administration of WIDA ACCESS for ELLs. Indiana is conducting a bridge study to analyze the growth rates (AMAO 1) and attainment of fluent English proficiency (AMAO 2) from LAS Links to WIDA ACCESS for ELLs. This study will inform the objectives that are set for Annual Measurable Achievement Objectives (AMAOs) per Section 3122 Title III of No Child Left Behind. When the results are returned from ACCESS for ELLs, the Indiana Department of Education will complete the process to reset AMAOs, which will include corporation-level stakeholders. AMAO 3 is dependent on Indiana's ESEA Flexibility Waiver and the Annual Measurable Objective (AMO) for the limited English proficient subgroup, which includes participation and performance for English/Language Arts and Mathematics, along with graduation rate.

For teacher-level accountability, the Office of Educator Effectiveness has released a sample Student Learning Objective for EL teachers at <http://www.doe.in.gov/evaluations>.

Questions regarding this guidance may be directed to: wida@doe.in.gov

Questions regarding administration and scoring of the ACCESS for ELLs may be directed to the WIDA Help Desk toll free at 1-866-276-7735, Monday through Friday, 7:00 a.m. to 6:00 p.m. EST, or by e-mail at help@wida.us. Additional information may be found on the website at www.wida.us.